

The Resident As Teacher

The University of Oklahoma College
of Medicine

- ## Content – 9 Modules
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 - Academic Standards
 - Educational Assistance and Counseling
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Module 1 - Introduction

“Doctor” comes from the Latin *docere* that means to teach.

Since students are significantly affected by your presence and teaching is the best way for you to learn, your role as a teacher should not produce anxiety or make you feel unprepared.

It is important for you to know what knowledge, skills, behaviors and attitudes students are expected to learn during their rotations with you. Each clerkship has a list of the course goals.

- ## Resident Teaching
- **Modeling (attitudes, professionalism, patient interaction, intellectual curiosity, etc.)**
 - **Lectures**
 - **Discussions**
 - **Bedside instruction / observation**
 - **Thinking “out loud”**
 - **Reviewing / discussing written work**
 - **Listening to / discussing student presentations**
 - **Pimping**

- ## Characteristics of Effective Teachers
- (after Lamkin & Skinner)
- **empathetic**
 - **compassionate**
 - **gentle**
 - **patient**
 - **interested in students and their needs**
 - **sensitive**
 - **accessible**

- ## In graduate medical education you have a unique role as both a learner and teacher.
- As a learner clinician you will be helping patients, diagnosing problems, improving communication skills, inspiring trust and confidence and seeking therapeutic effects.
 - As a clinician teacher you will be helping students, assessing learner’s needs, improving communication skills, creating interactions and seeking new learning experiences for your students.

Suggestions for Resident Teaching

Use open-ended questions as the dominant mode of teaching.....

- “Based on the history so far, what diagnoses are you considering?”
- “Based on the history, what physical findings should you look for?”
- “What is the significance of.... how do you interpret that finding?”
- “What laboratory tests would be most helpful at this point?”
- “Would you have admitted the patient? Why? Why not?”
- “What do you think.... want to do?”
- “What could go wrong that we need to anticipate?”
- “What should we tell the patient.... family?”
- “What else do we need to know.... need to learn more about?”
- “What is giving you the most difficulty?”

Adult Learning Styles

- Using information soon after learning it
- Learning concepts and principles to solve problems
- Proceeding at their own pace
- Relating subject matter to immediate concerns
- Liking an active role
- Needing to know how they are doing

Feedback

- **“.... an informed, non-evaluative, objective appraisal of performance intended to improve skill.”**

- (after Ende, 1983)

Feedback

- The importance of feedback cannot be overestimated.
- Two kinds of evaluation are important
 - Formative evaluation occurs in a timely and ongoing fashion so the student has opportunity to conform behavior to expectations
 - Summative evaluation is given at the end of the rotation

Feedback - Essential Elements

- Timely, Ongoing, Frequent
- Specific (based upon observed data)
- Positive when deserved
- Not demeaning when critical
- Descriptive, not evaluative
- Focused on something that can be changed (constructive)

Feedback Examples

- One approach:
“Given the information you presented, the differential diagnosis should have included tuberculosis because.....”
- Another approach:
“Your differential diagnosis is inadequate.”

Feedback Examples

- **One approach:**
“You were able to convey empathy and understanding. It helped with the management of a difficult situation.”
- **Another approach:**
“You did a good job.”

Feedback Examples

- **One approach:**
“When you were talking with the patient, it looked like he was having some trouble following you.”
- **Another approach:**
“The patient can’t understand you because of your accent.”
- **One approach:**
“You might want to speak more slowly and check to see that the patient understands.”

Feedback Examples

- **One approach:**
“Good job.”
- **Another approach:**
“Your heart exam was very systematic, but I observed that you only used the diaphragm.”
“Remember to listen with the bell at the apex when you’re searching for a soft S3 or S4.”

Feedback Examples

- **One approach:**
“Your presentations are excellent.”
- **Another approach:**
“Your presentation was excellent. It was systematic, succinct, and focused on the main problems. The physical examination was well organized and included the pertinent negative findings.”

Feedback Examples

- **One approach:**
“You seem to have difficulty presenting patients on work rounds.” “Is that your impression too?”
- **Another approach:**
“You need to work on your presentations.”
- **One approach:**
“What can I help you with?”

Student Frustrations

- **Frequent interruptions when trying to present patients**
- **Lack of assistance with physical examination skills**
- **Casual review of written work / delayed return of evaluations**
- **Inadequate feedback**
- **Lack of interest in student assessment**

Module 2 – Educational Program for the MD Degree

- The curriculum is designed to provide an integrated overview of human biology and behavior
- Classroom and labs are complimented with clinical demonstrations, case studies, problem based learning and computer based information
- Our focus is on human and personal qualities of professional development with emphasis on scientific foundations and technology of medicine.

Basic Science Curriculum

- 34% of the total curriculum
- First year = knowledge of structure and function, critical thinking skill development and management of medical information
- Second year = pathophysiology of diseases, infectious diseases, pharmacology, human behavior problems
- Throughout first and second year is early exposure to principles of clinical medicine (interviewing skills on actual and simulated patients)
- Professionalism and Ethics

Clinical Science Curriculum

- The clinical program in OKC is based in OU Medical Center and VA hospitals; in Tulsa community hospitals include Saint Francis, Saint John and Hillcrest.
- Clinical curriculum represents 66% of total.
- Core requirements: Family Medicine, Geriatrics, Internal Medicine, Neuroscience, OB/Gyn, Pediatrics, Psychiatry and Surgery; Ambulatory Medicine and a rural preceptorship.
- International affiliated medical curricula.

Special Features

- Development of the patient-physician relationship
- Scientific knowledge, problem-solving skills and professional value systems
- Honors Research Program
- Interdisciplinary teaching in bioethics, palliative care, integrative medicine, medicine with law and literature and geriatrics.
- 26 student organizations governed by a Medical student Council.

Module 3 - Students Rights and Responsibilities

- All students sign a statement recognizing their rights and responsibilities
- They have adopted the following principles to guide them: honesty, confidentiality, respect for others, and responsibility for personal behavior.
- Students expect to receive clear guidelines regarding assignment and examinations, cannot be compelled to perform procedures or examinations they feel are unethical or beyond the level of training, have the right not to be harassed and not to be subjected to romantic or sexual overtures from those who are supervising work, and the right to learn in a challenging but respectful environment. (Full text available online www.ouhsc.edu/policy/index/)

Module 4 – Academic Standards

Grading and Promotion

Must maintain a minimum of 2.0 gpa
A “D” grade can be remediated to no higher than a “C”
An F grade must be repeated and cannot remain the grade of record.

Module 4 – Academic Standards

Graduation Criteria and Standards

Completion of all scheduled coursework
No “F grades as grade of record
Recommendation of the Faculty of the College of
Medicine

Module 5 – Educational Assistance and Counseling

Written evaluations of students on clerkship and
elective rotations

Comments are included in each student’s file

On campus personal counseling services available
through OUHSC 271-7336

Module 6 – Student Evaluation

Standardized evaluation form to reflect
educational program objectives for the
degree (same as ACGME objectives)

Comments and evaluation are valued

Areas

General comments

Module 7 – Course Evaluation

Conducted on every course on an every other year
basis for all required courses in the curriculum.

Students have access to online evaluation for each
instructor and course.

At this time, residents are not included in this
process

Module 8 – Hippocrates Online Curriculum

<http://hippocrates.ouhsc.edu>

Students may review lecture slides, listen to heart
murmurs, watch dissection videos, test their
knowledge via question banks, observe a variety
of animations of pathways and procedures, review
class schedules, evaluate courses, and sign up for
electives.

Residents have access to the system using your sign-
in name and password for the university email
system.

Module 9 – Resources

Should you have any special questions about
students or find that a student needs special
accommodation, please feel free to contact your
faculty in the department, any faculty member, or
any of the assistant or associate deans.